RIDE Career and Technical Education Programs

Perkins V Funding Application: FY21 Guide

Rhode Island Department of Education

Office of College and Career Readiness
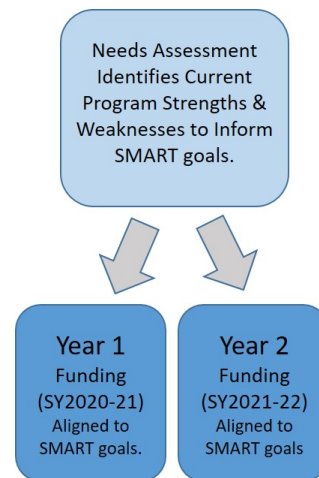
RIDE Rhode Island Department of Education

I. Overview

CTE career preparation programs, initiatives, and planning activities must include a budget and budget narrative detailing how the CTE program funds will be budgeted to achieve the desired goals as described in the Comprehensive Local Needs Assessment (Needs Assessment). All funding applications must also indicate the milestones that will be used to progress monitor and track progress toward continuous improvement.

This application picks up where the Needs Assessment left off. How funds are budgeted for the 2020-21 program year should reflect year 1 expenditures of the two-year Theory of Action described in the one-pager (Section 6) of the Needs Assessment.

Needs Assessment Identifies Current Program Strengths & Weaknesses to Inform SMART goals.

Year 1
Funding (SY2020-21)
Aligned to SMART goals.

Year 2
Funding (SY2021-22)
Aligned to SMART goals

Below are instructions for both the 2020 Summer Funding Application and the 2020-21 School Year Funding Application.

II. Summer Funding Instructions

Submit your responses to the pre-funding questions below and upload summer budgets via this survey link no later than 11:59PM Tuesday, June 30th. Additionally, a signed hard copy of the Perkins V Funding Assurances should be mailed no later than June 30th to: RIDE, Attn: CTE Coordinator, 255 Westminster, Providence RI 02903.

The survey includes two sections.

Section 1: Cover Sheet

Be prepared to provide basic contact information *and* to answer the following pre-funding survey questions:

1. Do you plan to be part of a CTE Consortium? (yes/no) If you answered yes, please provide the consortium members.
2. New to Perkins V, the CTSO funds will now be sent on to the LEA/institution; however, *if* you would like RIDE to withhold this amount and allocate it directly to another LEA (as the CTSO fiscal agent) on your behalf, please indicate here (check box). If you would like RIDE to take this step on your behalf, which LEA should receive the CTSO funds (to allocate on your behalf)?

Section 2: Upload Summer Funding Budget & Budget Details

Complete a budget cover sheet and budget details ONLY if the LEA or Post-secondary institution will accrue expenses from July 1-August 31, 2020. The budget templates can be found on the CTE landing page.

II. 2020-21 School Year Funding Instructions

Accelegrants is currently under construction and will be ready over the summer to accept applications for the 2020-21 school year. **Applications will be accepted and reviewed on a rolling basis. Applications received by <u>August 2, 2020</u> will be reviewed by August 15, 2020. Applications received earlier will be reviewed within 10 business days.**

Below are the funding application instructions. You may choose to submit your responses one of two ways:

1. Submit by email to OCCR@ride.ri.gov a paper based application and budget using the Word document provided on the CTE landing page; OR,
2. Submit via Accelegrants once it is ready to accept applications.

Instructions

Application Selection
Once logged into Accelegrants, select the correct funding application from these choices:
> Career Technical Education – Secondary
> Career Technical Education – Postsecondary
> Career Technical Education – Special Programs (DCYF and Department of Labor only)
> Career Technical Education – Categorical (Secondary only)

Part A: Secondary/Postsecondary Information
The sections listed in Part A will be completed only once per year and listed as hyperlinks in Accelegrants only within the "District Level" view.

Section 1: Applicant Information
Complete Applicant Information; include the CTE Director or designee's contact information.
1. Contact Name:
2. Contact Email Address:
3. Contact Phone Number:
4. Contact Person Role/Title:
5. School Code Number:

Section 2: Needs Assessment Alignment & Progress Monitoring (for LEAs only):
Complete <u>one</u> Needs Assessment Alignment & Progress Monitoring for the entire application, located within the Secondary application "District View."

Section 2.A: Alignment to Needs Assessment
Explain how the budget you propose for this school year aligns to each of the SMART goals identified in Section 6 of the Comprehensive Local Needs Assessment. For each SMART goal, paste the goal from the Needs Assessment and provide a brief explanation of how your budget supports that goal. Responses must support Perkins V Section 135.

This section will appear as text fields, similar to those included below.
SMART Goal 1 (copied from Comprehensive Local Needs Assessment):
    How does your proposed budget for this year advance this goal? (100 words or fewer):
SMART Goal 2 (copied from Comprehensive Local Needs Assessment):
    How does your proposed budget for this year advance this goal? (100 words or fewer):
SMART Goal 3 (copied from Comprehensive Local Needs Assessment):
    How does your proposed budget for this year advance this goal? (100 words or fewer):
SMART Goal 4 (copied from Comprehensive Local Needs Assessment):
    How does your proposed budget for this year advance this goal? (100 words or fewer):
SMART Goal 5 (copied from Comprehensive Local Needs Assessment):
    How does your proposed budget for this year advance this goal? (100 words or fewer):

Section 2.B: Progress Monitoring
To effectively manage CTE funds, programs should develop metrics to monitor performance and adjust course as needed throughout the year.

Please **identify 3-5 metrics** you will use to monitor progress throughout the year. These should be metrics for which you will have data readily available during the school year, and which will provide useful information that can guide your decision-making in managing your program. These metrics may be identical to your SMART Goals above, or may be other measures that connect to your long-term goals. *Responses must support Perkins V Section 113.*

Keep in mind a **midyear report** will be due by January 1, and an **end-of-year report** will be due in June.

Complete the text fields included below for each of your 3-5 metrics; responses should be limited to 50 words or less.

1. Metric #1
   a. Metric name: _____
   b. This metric will help you measure progress toward which long-term goals (such as the SMART goals outlined in the Needs Assessment)? _____
   c. Metric description/definition: _____
   d. Data source: _____
   e. Frequency of measurement (e.g. monthly, quarterly, semesterly, etc.): _____
   f. Milestones:
      i. Goal for mid-year (January 1): _____
      ii. Goal for end of year: _____
2. Metric #2
   a. Metric name: _____
   b. This metric will help you measure progress toward which long-term goals (such as the SMART goals outlined in the Needs Assessment)? _____
   c. Metric description/definition: _____
   d. Data source: _____
   e. Frequency of measurement (e.g. monthly, quarterly, semesterly, etc.): _____
   f. Milestones:
      i. Goal for mid-year (January 1): _____
      ii. Goal for end of year: _____
3. Metric #3
   a. Metric name: _____
   b. This metric will help you measure progress toward which long-term goals (such as the SMART goals outlined in the Needs Assessment)? _____
   c. Metric description/definition: _____
   d. Data source: _____
   e. Frequency of measurement (e.g. monthly, quarterly, semesterly, etc.): _____
   f. Milestones:
      i. Goal for mid-year (January 1): _____
      ii. Goal for end of year: _____
4. Metric #4 (optional)
   a. Metric name: _____
   b. This metric will help you measure progress toward which long-term goals (such as the SMART goals outlined in the Needs Assessment)? _____
   c. Metric description/definition: _____
   d. Data source: _____
   e. Frequency of measurement (e.g. monthly, quarterly, semesterly, etc.): _____
   f. Milestones:
      i. Goal for mid-year (January 1): _____
      ii. Goal for end of year: _____
5. Metric #5 (optional)
   b. Metric name: _____
   c. This metric will help you measure progress toward which long-term goals (such as the SMART goals outlined in the Needs Assessment)? _____
   d. Metric description/definition: _____
   e. Data source: _____
   f. Frequency of measurement (e.g. monthly, quarterly, semesterly, etc.): _____

g. Milestones:
      ii.Goal for mid-year (January 1): _____
      iii.Goal for end of year: _____

Part B: Program Information

Accelegrants requires that programs be added to the application one-by-one. That said, RIDE has limited the number of fields required to streamline this step as much as possible.

To add a program, select "add program" and type in the CTE program name. Do this for every approved CTE program within the LEA.

Section 3: Budget

Complete the following forms for <u>each</u> CTE program:

1. **Budget**: Provide a full accounting of how you intend to fund your CTE programs to achieve your goals. Program budgets will populate the district level budget to reflect the total allocation. A list of the available Object Codes is below, along with a column for the amount budgeted for Perkins V and the amount reimbursed with State Categorical.

Note for CTE Categorical: As a reminder, effective July 1, 2020, CTE Categorical funding shall be invested into the program that generated the funds. Funds may not be reallocated to different CTE programs within the same school. Each recipient will be required to submit an annual expenditure report detailing how funding was invested. LEAs may request a waiver from some or all of this requirement. Waiver requests must be made to RIDE, which will evaluate the request based on standards set by the CTE Board, and notify the CTE Board of any waivers granted at the CTE Board's next meeting. Additionally, CTE Categorical funding cannot be used to fund nonpriority sector programs.

Use the table below as a planning tool for aligning Perkins V and Categorical funds; a separate application will be created in Accelegrants to submit a budget for how state categorical will be used to reimburse expenses during the 2020-21 school year.

CTE Program Name:	Perkins V Federal Funding	State Categorical	Total Budgeted
51000 – Personnel Services – Compensation			
52000 – Personnel Services – Employee Benefits			
53000 – Purchased Professional & Technical Services			
54000 – Purchased Property Services			
55000 – Other Purchased Services			
56000 – Supplies & Materials			
57000 – Property & Equipment			

58000 – Miscellaneous	
60000 – Indirect Costs (to be provided)	

Below are budget tables similar to those provided in Accelegrants for this section:

CTE Program Name:	Perkins V Federal Funding
51000 – Personnel Services – Compensation	
52000 – Personnel Services – Employee Benefits	
53000 – Purchased Professional & Technical Services	
54000 – Purchased Property Services	
55000 – Other Purchased Services	
56000 – Supplies & Materials	
57000 – Property & Equipment	
58000 – Miscellaneous	
60000 – Indirect Costs (to be provided)	

Additional Sub-Functions to code within Accelegrants for program budgets include:

Face-to-Face Teaching [11]	Program Support [23]	Business Services [33]	Legal Obligations [44]
Classroom Materials [12]	Assessments [24]	Contingencies [41]	School Management [51]
Pupil Support [21]	Non-instructional Pupil Services [31]	Capital [42]	Program/Operations Management [52]
Teacher Support [22]	Facilities [32]	Out-of-District Obligations [43]	District Management [53]

Section 4: Assurances & Signatures
Review and electronically acknowledge each; print Assurances and Signature pages for paper submissions only. All three forms can also be found on the CTE landing page.
   a.   Perkins Career and Technical Education Program Assurances
   b.   Perkins Career and Technical Education Program Certification
   c.   Perkins Career and Technical Education Program Signature Page

Section 5: Budget Narrative: CTE programs and budgets must be aligned to meet the Perkins V legislation, including Section 134, the Comprehensive Local Needs Assessment. With this in mind, please respond to the questions in this section by describing how you plan to utilize funds to support key program components. Limit each response to 100 words or fewer.

For each question, paste or type responses into the text fields similar to those included below; responses should be limited to 100 words or fewer.

1. How does your budget utilize state categorical and Perkins funds to support key program components designed to meet Rhode Island CTE Board Standards, including:
    a. Culminating credentials (industry-recognized credentials or advanced coursework), as described in the CTE Board Standards (100 words or fewer)
    b. Work-based learning opportunities that meet the Governor's Workforce Board Guidance and any applicable CTE Board requirements (100 words or fewer)
    c. Course or curriculum requirements from the CTE Board Standards (if applicable) (100 words or fewer)
    d. Employability skills requirements (if applicable) (100 words or fewer)
2. How does your budget utilize state categorical and Perkins funds to support staffing, including teacher recruitment, training, and ongoing professional development?
3. How does your budget utilize state categorical and Perkins funds to support operational needs, including facilities and equipment? (100 words or fewer)
4. How does your budget utilize state categorical and Perkins funds to support the success of all students? In your answer, be sure to address how you will achieve equity in students' access, participation, and performance in the program. (100 words or fewer)
5. How does your budget utilize state categorical and Perkins funds to help students develop the skills identified in their Individual Learning Plans? How do these funds encourage connections with the middle schools which students attend before enrolling in this program, and the colleges/employers they go to after graduation?
6. Why is this the most efficient use of funds to achieve your desired student outcomes? How does this budget support the highest "return on investment" (ROI) for these dollars? (100 words or fewer)

Section 6: (for LEAs Only): Complete a Categorical Budget

Accelegrants requires a separate budget to reflect the amounts, by Object Code, for which an LEA expended state level categorical dollars. Use the budgeted line items from the table below as a planning tool.

In Application

CTE Program Name:	Categorical Funding Amount
51000 – Personnel Services – Compensation	
52000 – Personnel Services – Employee Benefits	
53000 – Purchased Professional & Technical Services	
54000 – Purchased Property Services	
55000 – Other Purchased Services	
56000 – Supplies & Materials	
57000 – Property & Equipment	
58000 – Miscellaneous	
60000 – Indirect Costs (to be provided)	

Additional Sub-Functions to code within Accelegrants for Categorical spending include:

Face-to-Face Teaching [11]	Program Support [23]	Business Services [33]	Legal Obligations [44]
Classroom Materials [12]	Assessments [24]	Contingencies [41]	School Management [51]
Pupil Support [21]	Non-instructional Pupil Services [31]	Capital [42]	Program/Operations Management [52]
Teacher Support [22]	Facilities [32]	Out-of-District Obligations [43]	District Management [53]